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ABSTRACT

One of 10 documents developed by the Regional Demonstration Program for Preschool Handicapped Children (New York), the curriculum model is intended to describe the means by which child development theory, empirical research data, and teacher experiential assumptions are integrated into the various phases of the curriculum. Individual sections consider an overview of the program, descriptions of the classroom and home based programs, the bases of the curriculum approach, the formulation of child goals and objectives, implementation of the curriculum, and program evaluation. Appendixes include the following: definitions of the primary handicapping conditions, a table showing the interrelation of teacher experiential assumptions and curriculum practices, a sample individualized educational program plan, a sequenced listing of language development skills, a sequenced listing of social-emotional skills, a sequenced listing of cognitive skills, a sequenced listing of motor skills, a daily schedule of the preschool classroom program, and the preschool home program activity sheet. (DB)

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CURRICULUM MODEL
FOR A
REGIONAL DEMONSTRATION PROGRAM FOR
PRESCHOOL HANDICAPPED CHILDREN

Preschool Program: A Regional Demonstration
Program for Preschool Handicapped Children

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INTRODUCTION TO THE REGIONAL DEMONSTRATION CURRICULUM MODEL

The Regional Demonstration Curriculum Model defines the underlying theoretical basis and current educational practices employed in the BOCES Preschool Program. The model is a description of the means by which child development theory, empirical research data, and teacher experiential assumptions are integrated into the various phases of the curriculum. Its purpose is to provide information to early childhood special education personnel interested in implementing the model. This document is suggested as a supplement to staff training for replication purposes.

OVERVIEW OF THE PROGRAM

Program Funding Sources

The Regional Demonstration Program for Preschool Handicapped Children is administered by the Special Education Department of the Board of Cooperative Educational Services, which services the component school districts in the Putnam/Northern Westchester County, New York area. Parents petition the Family Court of the county in which they live to receive approval for the education of the child. The cost of tuition and transportation, if approved, is provided jointly by the State Education Department and the county of residence of the child, under Section 236 of the New York State Family Court Act. Funds are also provided through the Handicapped Children's Early Education Program, Bureau of Education for the Handicapped, Office of Education in Washington, D.C. The latter funds have been made available in order to develop a demonstration site in which program methods and curriculum are developed and disseminated.

Objectives of the Preschool Program include the following:

- A. To identify and serve 125 preschool handicapped children who are in need of an intervention program.
- B. To develop jointly with parents, individualized educational plans for preschool children who exhibit one or more handicapping conditions, as defined in the New York State Commissioner's regulations.
- C. To provide an educational program that will effect significant improvement in each child's language, social/emotional, cognitive, and motor performance, preparing each child to the greatest extent possible for later success in the least restrictive environment.
- D. To train parents of handicapped children to carry on remediation activities at home.

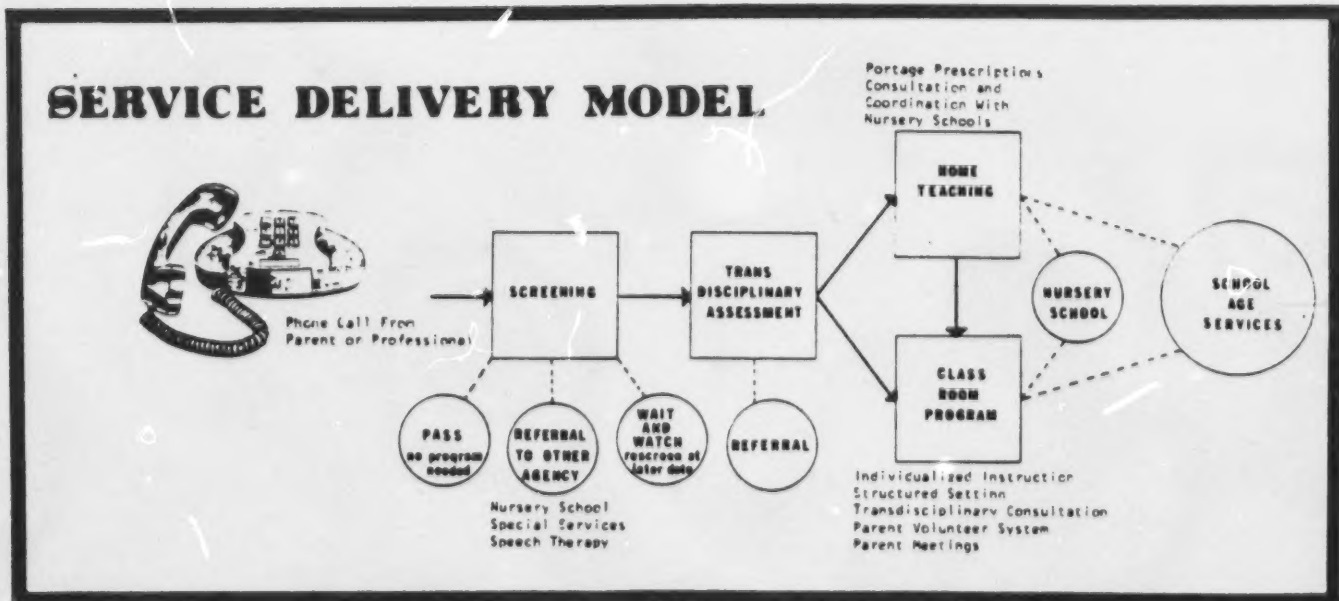
- E. To inform and make recommendations to local school district personnel about handicapped children from their districts prior to the time of the children reaching school age. This will enable more appropriate educational planning for each child.

TYPES OF PROGRAM DELIVERY SERVICES AVAILABLE

The BOCES Preschool Program is based on two premises. First, that early childhood education is extremely important and worthwhile for handicapped youngsters, in order that they may develop to their maximum potential. The second premise is that teaching the family to work with the child aids in the more rapid development of the child and the acceptance of the handicapped child into the family. The following service-delivery model attempts to show the flow of services that are available for a child (see Figure 1).

As can be seen in this model, two types of intervention services are presently available for children and their families. One is the classroom, or center-based program, and the other is the home program. General criteria for entry into either of these programs is similar.

Figure 1



PROGRAM DESCRIPTIONS

Both the classroom and home-based programs are described in this section. Each program is described separately and where necessary, similarities are presented.

Criteria for Selection of Children into the Putnam/Northern Westchester BOCES
Preschool Program

- A. Age: Children from birth to five years of age are served in the program.
- B. Type of Handicap: Children exhibiting one or more of the handicapping conditions as defined in the Commissioner's Regulations for School-Age Children in New York State are served by the program (see Appendix A for definitions).
- C. Geographic Location: Children from the 18 component school districts which the Putnam/Northern Westchester BOCES serves are eligible for inclusion in the program.
- D. Screening Results: Children who exhibit weaknesses as demonstrated on the Denver Developmental Screening Test are eligible for possible placement into the BOCES Preschool Program. Eligibility is determined by the program's central screening committee who makes a summary recommendation and shares this with the parent.
- E. Placement: Final placement is made into the BOCES Preschool Program when the parents' petition to Family Court for tuition and/or transportation is approved by the County Family Court and the State Education Department. This petition includes information regarding the child's handicapping condition. Placement is recommended by a medical doctor, a psychologist, and the child's school district superintendent.

Classroom Program Description

The total classroom program consists of five (5) classroom sites. Presently, classrooms are located in Yorktown Heights, Peekskill, and Mahopac, New York. Each program runs a morning and afternoon session, with ten children in each session. Children spend 2½ hours, five days per week, in a classroom.

Each of the classrooms is staffed by a trained and certified Special Education, early-childhood teacher, with teacher aide support. Parents are used as volunteers at each of the classroom sites.

The intervention program is built upon a series of intensive learning activities, enriched by the intermeshing of the parent program. Behavioral objectives, which are determined in the individualized education program for each child, are utilized to form a comprehensive program designed to meet each child's individual needs. The curriculum draws on Piagetian theory and is child-paced according to his or her level of development. The curriculum follows the developmental-maturational approach. The daily schedule is carefully planned and allows for early childhood activities in large and small groups, as well as individualization.

The following are key elements which have been identified as the basic classroom components:

- A. Structured Classroom Program includes
 - 1. Daily schedule (see Appendix H)
 - 2. Structured activities within each time period. The activities are structured in that they are designed specifically to meet individual needs. Children are introduced to a new learning activity using simple, concrete instruction. The lessons become more complex as the children appear comfortable with the new material.
- B. Staffing Patterns involve
 - 1. One teacher and teacher aide per ten children
 - 2. Training and preschool special education for each teacher aide
 - 3. A parent volunteer
- C. Transdisciplinary Team consists of
 - 1. Teacher, school psychologist, speech pathologist and social worker
 - 2. The team completes one assessment per child per year. This occurs as the child enters the program.
 - 3. The team meets with the parents to discuss the results of the assessment.
- D. Parent Involvement consists of
 - 1. A Parent Volunteer System
 - 2. Parent observation of the classroom

3. Monthly parent group meetings
4. At least three parent/teacher conferences per year
- E. Flexible Grouping provides for
 1. Classroom membership open to children with a variety of special needs
 2. Classroom group activities based on the children's individual needs
- F. Individualized Educational Plans developed from
 1. The results of the transdisciplinary team assessment and teacher observation
 2. A process which complies with P.L. 94-142 and state regulations
- G. A Language-Based Approach is used in which
 1. The speech therapist and teacher encourage language stimulation in all activities
- H. Role of Play is involved as
 1. An instructional approach
 2. As a means of teaching socialization skills
- I. Screening and Assessment occurs on a continual basis and consists of
 1. Formal and informal child evaluation
 2. Parent interviews

BOCES Preschool Home-Teaching Program

The BOCES Home Program is modeled after the Portage Project for Early Childhood Education, a nationally validated model of home-based intervention for young children with special needs. The Home Program places emphasis on having parents participate in providing highly structured and individualized tasks for their own children. The obvious advantage is that learning occurs in the child's natural environment. The most important advantage is that parents become more effective in teaching their children.

Placement in Home-Teaching is recommended for the following three reasons:

1. The child is chronologically or developmentally too immature for a classroom experience.
2. The presenting difficulty is the child's interaction with the family and the child's behavior in the home.
3. The child is able to function in a regular nursery school or child care center if he or she is supported by a Home-Trainer at home and in his/her class. This allows the child to remain in the least restrictive environment while receiving an appropriate individualized educational program.

The Home-Teaching Program consists of weekly home visits made to the homes of approximately 40 handicapped children, birth to five years of age. Four home teachers are involved, hence a caseload of ten children per teacher. The home teacher visits a child and parent once a week for approximately two hours.

The home teacher, together with the child's parents, develop an individualized educational plan to meet the child's specific needs.

Weekly prescriptions are written in which the task is broken into small sequential steps to insure success. Directions for the parent are written according to the parent's specific needs.

The home teacher introduces the learning activity to the child while the parent observes. The teacher follows the directions written on the prescription to model the teaching process for the parent. The parent then works with his or her child to model the process for the home teacher. Parents and the teacher discuss the activity and the results. The teacher also explains what should be recorded on the prescription sheet during the coming week.

Parents are expected to work daily with their child. The materials used are those already in the home or they may be brought in and left for the parents to use.

An example of a weekly prescription and activity chart is located in Appendix I.

Whenever possible, the Home-Teaching Program coordinates with other agencies that are involved with the individual child in an effort to meet his specific learning needs by coordinating all the experience he or she receives. The program also works closely with related agencies to provide them with information regarding child development and to help them maintain a larger dimension of general awareness of their child and of early childhood development and methods of identification of special learning needs.

The Home-Teaching Program has conducted the following activities for related agencies:

1. On-site screenings as a training experience
2. Workshops for agency staff or parents
3. Consultation services concerning possible referrals

These activities are conducted with local Day Care Centers, Head Start Centers, Women's Centers, Department of Social Services, Child Protective Service and various nursery schools. The programs have served to identify children at early ages in need of special services and to provide a vast public relations foundation for BOCES preschool classroom programs. They also help to facilitate future placement. A close working relationship has been developed with area agencies as

a result of these activities.

Commonalities Between Classroom and Home-Based Program

Both classroom and home-based programs have philosophical elements in common.

These elements include:

- A language-based, diagnostic-prescriptive curriculum approach
- A theoretical framework built on Piagetian child-development theory and developmental approach
- Active use of parents as teachers of their children
- A transdisciplinary assessment and consulting model
- Individualized education



BASIS OF THE CURRICULUM APPROACH

The curriculum approach of the BOCES Preschool Program is based on three different elements. These include child development theory, empirical research data and teacher experiential assumptions.

Developmental Theory

The developmental-maturational theory, based on the studies of Gesell, maintains that normal development is sequential. It is our belief that children with special needs must be taught skills that other children learn throughout normal sequential development. The teaching in the BOCES Preschool Program, therefore, is diagnostic-prescriptive in its approach.

The child in the BOCES Preschool Program is encouraged to grow and develop within an atmosphere of acceptance and positive reinforcement. Gesell has outlined specific sequences of growth involving developmental areas. These sequences have served as a basis for many developmental scales for children from birth to age five. Children in the Preschool Program are taught sequenced skills according to their individual level of functioning, using developmental scales.

Cognitive-developmental theories, derived from the work of Jean Piaget, provided additional information and structured sequences of learning of cognitive development to the curriculum of the BOCES Preschool Program. The age range for each period are average ages at which children will demonstrate the characteristics of each period. Children will vary depending on their level of functioning and special needs. However, Piaget states that all children appear to move through the stages in the same order without skipping stages. Rates of development or rates of moving through stages will vary considerably.

Empirical Research Data

The BOCES Preschool Program recognizes the importance of language development. Its language-based is built upon much of the empirical research data which was gathered through the studies of Lois Bloom, and Margeret Lahey (1978). They believe that the major dimensions of language include content, form and use. Language intervention therefore involves modifying the child's environment in order to induce the interactions among language content, form and use.

The language facilitator must arrange the stimuli in a child's environment so that the child's experience with language will be frequent and relevant. This type of language facilitation, based on implications of the work of Bloom and Lahey, is what occurs most often in the BOCES Preschool Program. In addition,

specific language remediations are provided by a speech therapist.

Teacher Experiential Assumptions

In developing the curriculum of the BOCES Preschool Program, we have made 12 basic assumptions about the educational needs of young children with special needs. The assumptions have been formed from our conclusions of the Gesell and Piagetian theories, the empirical research data of Bloom and Lahey, and our personal experience with educators. The following represent the basic beliefs underlying the BOCES Preschool Program.

1. Children with special needs benefit from receiving specialized services at an early age. Intervention, designed to provide an environment conducive to sequential development, should occur as early in life as is administratively feasible and cognitively consistent with the child's level of development.
2. Children develop most favorably in a positive atmosphere which ensures full realization of growth potentials. The positive milieu involves a classroom environment which allows for discovery, learning and acceptance of mistakes.
3. Language development is critical to the total development of young children with special needs. Language development appears to be highly related to later academic achievement, level and quality of social interaction and the development of an adequate self-concept.
4. A transdisciplinary team is the most effective means of educating the child with special needs since these children require the services of supportive personnel. Evaluation and teaching should have as its major goal the child's positive growth.
5. A structured approach fosters effective interaction between young children with special needs and their parents, teachers and other children.
6. The individualized approach is an essential factor in fostering the child's development. Teachers individualize instruction in small and large groups according to each child's special needs and level of development.
7. Preschool children learn socialization skills in an atmosphere of structured and unstructured play. Peer interaction occurs during free play with peer initiation, with teacher direction or intervention, or with adult participation in play. Daily schedules include creative expression activities conducted during individual and group time.
8. A successful preschool program is dependent upon the trust and coopera-

tion of the parents. Parents should be oriented to the goals of the program, special needs of the child, and to the experience their child will have in the preschool. Parents should have an opportunity to observe and ask questions about the learning situation. They learn teaching procedures from observation and participation in the classroom. Teaching the family to work with the child will foster the child's overall development and his acceptance into the family and community.

9. A relationship exists between the child's skills and the contributing emotional factors of the child's special needs. Children with special needs often exhibit frustration, shyness, acting-out behaviors or a lowered self-concept to disguise their difficulties in completing specific tasks. An attitude of acceptance of differences and dealing with the child on his level of development must be assumed by parents and teachers.
10. Children learn more effectively through a combination of one-to-one teaching, small group and large group instruction.
11. Flexible grouping of children with varying special needs provide models of appropriate behavior and fosters acceptance of differences.
12. Children with special needs may need to be taught certain skills that "normal" children learn automatically. Children with special needs may need individualized instruction in specific areas of development to stimulate growth.

The following description of the BOCES Preschool Program illustrates the means by which developmental theory, empirical research data and teacher experiential assumptions are integrated into the various phases of the curriculum. Appendix B provides a summary of the interrelation of teacher experiential assumptions and curriculum practices.

FORMULATING CHILD GOALS AND OBJECTIVES

According to Gesell and Piaget, all children move through sequenced stages of development. Developmental rates will vary according to a child's level of functioning. Children with special needs may need to be taught skills that other children learn automatically. A diagnostic-prescriptive approach is used to determine the child's specific needs. The diagnostic-prescriptive model is based on the developmental-maturational theory.

Child Assessment

Based upon the assumption that children with special needs require the services of supportive personnel, a transdisciplinary team is used to evaluate the child and provide information for developing an individualized educational plan. A transdisciplinary team evaluation is made as the child enters the program. A transdisciplinary team involves a teacher, school psychologist, speech pathologist and social worker. The parents are involved in the evaluation to provide information, medical and birth histories, and early developmental data.

The assessment process utilizes parts of standardized tests as well as informal activities such as observation of play.

The following instruments and observations may be used:

- Cognitive development is assessed using the Stanford-Binet Intelligence Test, the Leiter, the McCarthy Scale of Children's Abilities, the Wechsler Preschool Primary Scales, and observation of play.
- The Stanford-Binet is used primarily for children with verbal skills within the 3-5 year age level.
- The Bayley Scales of Children's Development is used for children from birth to three years.
- Non-verbal children are given the Leiter to determine intellectual abilities without using language.
- The McCarthy and the Wechsler Preschool Primary Scales are administered to children functioning within the 3-5 year level.
- Children are provided with an opportunity to play during the evaluation. The psychologist and speech pathologist observe the child's play to assess his/her ability to act as an imitator, and to observe his/her play style and language in a spontaneous situation. They also assess the child's ability to interact with the examiner in a child-oriented play situation.
- The Peabody Picture Vocabulary Test is administered to obtain informa-

tion regarding the child's receptive vocabulary.

- Subtests of the Illinois Test of Psycholinguistic Abilities are administered to children from 3-5 years old to gain further information about a child's receptive and expressive language abilities.
- The social worker administers the Alpern-Boll Developmental Profile, a parent questionnaire, to gain information about the child's social-emotional development and relationship to the family members.
- The teacher evaluates the child's level of functioning using the Portage Developmental Sequence Checklist. This checklist can be used with children from infancy to five-years-old. The teacher will also provide information to the team about the child's behavior in the classroom.

Formulation of Individualized Educational Plan

It is assumed that the individualized approach is an essential factor in fostering the child's development and the most effective means in educating children with special needs. Based on this assumption, an individualized educational plan (IEP) is used to formulate goals and objective for the child. Goals generally refer to long-term plans that constitute major areas of curriculum while objectives refer to short-term sequenced behavioral activities. The objectives within the program vary according to each child. Objectives are based on the internal growth and development of the students.

The teachers and clinical staff, familiar with stages of normal child development, initially assess and continually observe each child's approach to the learning involved in the daily classroom or home program activities. The staff accounts for emotional and behavioral considerations in the educational plan since it is assumed that a relationship exists between the child's skills and the contributing emotional factors of the child's special needs.

The teacher constructs an individualized educational plan for each student based on his or her specific style of learning and readiness for each task. The information gained during the transdisciplinary assessment is used to determine the child's strengths and special needs and to formulate the IEP. Goals are written to improve the child's skills in each area of special needs. Several objectives are written based on each goal area of development. The IEP is also based on information gathered through screening, parent interviews, and teacher observations.

The individualized educational plans are reviewed three times throughout the year, at which time the child's progress is checked and new objectives are written. An example of an individualized educational plan can be found in Appendix C.

General Developmental Areas

The objectives within the program vary according to each child. However, all children are taught skills involved in the areas of language, social-emotional, cognition and motor development.

Language is the systematic means of expressing and receiving information. Language involves: 1) attending to auditory, tactile and visual stimuli; 2) the receptive and expressive use of sounds; 3) imitation; 4) auditory reception; 5) auditory memory; 6) sequencing receptive and expressive information; 7) auditory association; 8) comprehension - understanding the meanings of words, phrases and sentences; 9) verbal expression; and 10) for younger or non-verbal children, the use of gestures or sign language. See Appendix D for a sequential listing of skills in receptive and expressive language.

Social-emotional objectives effect a child's ability to relate to the environment and to others in a positive and meaningful way. This category involves: 1) peer interaction; 2) interaction with adults and parents; 3) self-concept development; 4) understanding the feelings of others; and 5) self-help skills. See Appendix E for a sequenced listing of skills in this area.

Cognition is defined as the identification and interpretation of significant aspects of one's experience. Cognitive behaviors are associated with comprehending, remembering and combining elements of previous learning to solve newly encountered problems. Cognition involves: 1) association of objects that belong together; 2) classification of objects into groups; 3) sequencing events or objects in a planned order; 4) making analogies - identifying a relationship between two objects and relating it to another set of objects; 5) problem-solving; 6) making relationships between an object as a whole and its parts; 7) quantitative skills - the use of numerical skills; 8) memory; and 9) seriation - ordering objects on a basis of size, quality or quantity. Appendix F outlines sequenced skills in cognition.

Motor development is viewed as the development of large muscle skills (gross motor), small muscle skills (fine motor), and the ability to attach meaning to incoming tactile and visual stimuli (perception). Motor skills involve gross motor behaviors such as body perception and balance and coordination; fine motor skills such as finger dexterity, arm and hand precision and arm steadiness; and perceptual skills, such as sensory awareness - using the senses to perceive environmental stimuli, the ability to distinguish similarities and differences, spatial relationships, directionality and perceptual memory - retaining and recalling visual, auditory or tactile information. Appendix G provides a sequenced listing of skills in motor development.

The emphasis on a specific area of development will differ for each individual child. This important factor prevails in the planning of each child's educational program.



IMPLEMENTATION OF THE CURRICULUM

Implementation involves the means by which a curriculum is presented and the organizational qualities of the classroom environment. Implementation includes such factors as the instructional format, the grouping of children, materials used, and parental participation in the program.

Instructional Format

The instructional format ranges on a continuum from discovery learning to direct presentation. Two factors inherent in the program contribute to discovery learning: the cognitive-developmental theoretical basis and the positive milieu of the classroom environment. The BOCES Preschool Program follows a Piagetian approach to learning of cognitive skills and cognitively related skills (such as language and sensory-motor skills). Cognitive development is viewed as a continuous process of movement through sequenced stages. A child's approach to a task reveals his or her level of development. Children are encouraged to learn through exploration.

The program adheres to the basic assumption that the positive milieu of the learning environment allows for discovery learning and acceptance of mistakes. Children are encouraged to continue to grow at their individual level with sequenced activities and materials with which they can feel successful and learn without failures.

Play is involved as a contributing factor of exploratory learning in the instructional format of the program. Play is used as a means of teaching socialization skills. Creative expression activities are conducted throughout the day to teach skills in each of the developmental areas. Children are encouraged to use play during language, cognitive, socialization and motor activities.

Language is another important factor in the program's instructional format. Instructional activities are planned to elicit the children's language production. The staff consistently accepts, reinforces or expands verbal interaction depending on the child's level of language development. Acceptance of language involves listening or observing a child's verbal interaction. Reinforcement of language involves responding to a child's verbal interactions with praise or by using specific terms (i.e. "good talking"). Expanding language includes reinforcing a child's language and modeling a lengthened sentence. Each of these teacher-child interactions can be observed continually in the classroom environment.

The instructional format of direct presentation includes activities that are child-directed as well as teacher-directed. Most of the activities, however, are

child-directed. The teacher plans the child's program, but it is the child who directs him or herself through each learning activity.

A final factor involved in the instructional format is the structure that is inherent in the program. Structure implies an environment in which there exists a consistent daily classroom schedule with which children become familiar and eventually learn to move from activity to activity fairly independently. Limits are set within each period and children are encouraged to follow the rules of the classroom environment. Creative expression and play are encouraged within each activity in the daily schedule.

Grouping of Children

The grouping of children is influenced by specific areas of instruction and the daily schedule. It is believed that children learn more effectively through a combination of one-to-one teaching and small and large group instruction. The daily schedule allows for these diverse groupings. A sample daily schedule, which indicates types of grouping for specific areas of instruction, has been included in appendix H, along with a brief description of each activity session.

Materials Used

The materials used by the BOCES Preschool Program are specified in that many are self-correctional. Children can find answers to solve problems through their own efforts without relying on the authority of an adult. Many Developmental Learning Materials are used in which the child can judge for him or herself to determine if a correct choice has been made in a specific task. For example, a child can copy a block pattern by matching colored blocks to a model. Other teacher-made materials are used in which the students can correct and "teach" themselves.

Classroom teachers use activities and materials from the Peabody Language Development Kit, MEST Kit, Portage Kit, GOAL Language Curriculum, Pre Prep Kit, and Stern Math materials. All materials are sequenced. These materials are listed in the Materials Bibliography.

Each teacher is familiar with alternative uses for each set of materials. Flexible materials are used since it is believed that children can learn to interact with the same materials in a variety of ways.

Parental Participation

Parent involvement is an integral component of the BOCES Preschool Program. Parents are invited to observe in the classroom within the first months of the school year. They are involved in writing and discussing their child's educational plan. Two additional meetings are held to chart progress on the IEPs. Parents are encouraged to volunteer in the classroom on a regular basis. Home program parents become responsible for the teaching sessions.

Parents are involved in a team evaluation during their child's entrance into the program and before their child leaves the program in order to determine the most appropriate placement for the child. Finally, parents are encouraged to attend monthly parent meetings in which ideas are exchanged among parents and information on child development and other topics is shared.



PROGRAM EVALUATION

The BOCES Preschool Program conducts daily evaluation of child progress in the classroom program and weekly evaluation in the home-based program. This continuous evaluation provides program personnel with current information on which to base decisions concerning each child's individual educational program. In addition, the Preschool Program has been evaluated by CAPLA Associates, Inc., an educational consultant firm. The evaluation included a process and an outcome evaluation.

The process evaluation includes: 1) key variables; 2) sampling procedures; 3) assessment instruments and procedures; and 4) data analysis.

The focus of the process evaluation is two-fold: a) describing the core elements of the BOCES Preschool Program; and b) determining the level of implementation of the elements within targeted classrooms. The overall intent was to verify that the project had been implemented.

Five process variables were examined. These are: 1) the core elements of the innovation; 2) frequency of use; 3) technical understanding by team members; 4) values internalization; and 5) receptivity of parents and team members to the innovation. The instruments used to measure the process variables include: 1) staff interviews; 2) observation of classrooms by CAPLA observers; 3) review of Parent Service Record, IEP reports, Project proposals, and Project logs; and 4) administration of Staff Development questionnaires and review of completed Parent Volunteer System Questionnaires.

In all areas examined - program usage, technical understanding, and receptivity - the program as a whole reached high levels of implementation. Over 60% of the staff's time was spent in activities involving program core elements.

The intent of the outcome evaluation was to determine if the BOCES Preschool Program made a contribution to student growth. The following variables were examined: 1) gains in student cognitive, motor, social-emotional and language development; 2) maintenance of student gains over a period of one school year; and 3) mastery and maintenance of educational objectives in student's primary area of need.

The instruments used to determine program impact were a standardized test (the McCarthy Scales of Children's Abilities), case studies and Individualized Educational Plans.

The post-test scores for the children in the program were significantly higher than their pre-test scores, attesting to the program's effectiveness in improving students' verbal, perceptual-performance, motor and general cognitive

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skills. The word "significant" is used here to designate both statistical significance at the .001 level and practical educational significance.

The evaluation relied on the principles of replication and convergent validity to address key areas of concern. In the instance of replication, data is being collected from various implementation sites to determine if significant results can be demonstrated in more than one setting. Regarding convergent validity, a number of data collection strategies were incorporated to obtain relevant information, the intent being that data gathered by one procedure will corroborate data collected by another to ensure the credibility of findings.

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APPENDIX A

PRIMARY HANDICAPPING CONDITIONS

DEFINITIONS

1. Educable Mentally Retarded - A child who, on the basis of a comprehensive evaluation, such evaluation to include an individual psychological examination, is determined to possess general intellectual capacity that falls lower than 1.5 standard deviations below the mean of the general population, cannot profit from regular classroom instruction, but may be expected to profit from a special education program.
2. Trainable Mentally Retarded - a child who, on the basis of a comprehensive evaluation, such evaluation to include an individual psychological examination, is determined to possess general intellectual capacity that falls lower than three standard deviations below the mean of the general population, cannot profit from programs established for the educable mentally retarded, but may be expected to profit from a special education program for the trainable.
3. Autistic - A child who manifests a behaviorally defined syndrome which occurs in children of all levels of intelligence. The essential features are typically manifested prior to 30 months of age and include severe disturbances of developmental rates and/or sequences, of responses to sensory stimuli, of speech, of language, of cognitive capacities, and of the ability to relate to people, events, and objects.
4. Emotionally Disturbed - a child whose condition has been determined to be such by a school psychologist, a psychiatrist, or by an approved mental health clinic.
5. Severely Speech/Language Impaired - a child with unintelligible speech or inability to communicate verbally. Severely speech/language impaired does not include other speech/language impaired children who exhibit a reduced ability to acquire, use or comprehend language, mild stuttering, vocal disorders or articulation deviations.
6. Deaf - a child with a hearing handicap in excess of 80 decibels (ISO) in the better ear whose degree and type of hearing loss is so severe that spoken language cannot be acquired normally and whose receptive and expressive communication skills are so limited that additional supportive services are provided.
7. Hard of Hearing - a child with hearing handicap in the 40 and above decibel range (ISO) whose hearing loss precludes his functioning normally in a regular classroom situation without the supportive services of a resource program.
8. Legally Blind - a child with the visual capacity of 20/200 or less in the better eye with the best correction, or a field of vision restricted to a 20 degree arc.

9. Partially sighted - a child whose visual acuity in the better eye with best correction ranges between 20/70 and 20/200, including those children who can still function capably with their residual vision and who have a medically indicated progressive visual loss, or a recurring serious medical eye problem affecting acuity and operable eye diseases.
10. Physically Handicapped - a child who manifests orthopedic, neurological and other medical conditions which result in inability to benefit from the regular educational programs for nonhandicapped children, without some form of special assistance.
11. Specific Learning Disability - means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. A child who exhibits a discrepancy of 50 percent or more between expected achievement based on his intellectual ability and actual achievement, determined on an individual basis, shall be deemed to have a specific learning disability.

APPENDIX B

THE INTERRELATION OF TEACHER EXPERIENTIAL ASSUMPTIONS AND
CURRICULUM PRACTICES OF THE BOCES PRESCHOOL PROGRAM

In developing the curriculum of the BOCES Preschool Program, twelve basic assumptions have been made about the educational needs of young children with special needs. The assumptions are based on Gesell and Piagetial theories, the empirical research data of Bloom and Lahey and the personal experience of the staff.

A description of the interrelation of the teacher experiential assumptions and the curriculum practices of the program follows. The assumptions effect the formulation of the child's goals and objectives and the implementation of the curriculum.

<u>Teacher Experiential Assumption</u>	<u>Curriculum Practices</u>
1. Young children with special needs benefit from a program of early intervention.	First premise of the program A) Effects the age range of the children in the program (birth to 5). B) Effects the purpose of the program - to meet the child's needs before entering school.
* * * * *	* * * * *
2. Children develop most favorably in a positive atmosphere.	A) Instructional Format 1. Children are encouraged to learn through exploration. 2. Allows for discovery learning and acceptance of mistakes. B) Sequencing of activities and materials. 1. Children are provided with sequenced activities that are at their level of development. 2. The materials are sequenced to provide a learning environment in which the children can feel successful.
* * * * *	* * * * *
3. Language development is critical to the total development of young children with special needs.	A) Formulation of child's goals and objectives. 1. Language is involved in the assessment of the child's skills. 2. Language is involved in all goals written for the child (including cognitive, social-emotional and motor goals).

B) Instructional format

1. The staff continually reinforces or expands verbal interactions.
2. Language is elicited in other activities as well (cognitive, social-emotional and motor).

* * * * *

4. A transdisciplinary team is the most effective means in educating children with special needs.

Child Assessment

1. Team involves a speech therapist, social worker, psychologist and teacher.
2. Team evaluates the child and plans the (IEP) Individualized Educational Plan.
3. Standardized tests and informal observation of play are used.

* * * * *

5. Structured approach fosters effective intervention between young children with special needs and their parents, teachers and other children.

Instructional Format

1. Daily routine with structured learning activities is followed.
2. Children learn routine and eventually move from activity to activity independently.
3. Limits are set within each period.
4. Children are encouraged to follow rules of the learning environment.

* * * * *

6. The individualized approach is an essential factor in fostering the child's development.

A) Individualized Education Plan

1. Child is evaluated.
2. IEP is used to formulate child's goals and objectives.

B) Instructional Format

1. Teachers individualize instruction in small and large groups.
2. Activities are child-directed according to individualized plan.

C) Materials used

1. Sequenced - presented to child at their individual level.

2. Materials foster independence since they are self-correctional.

3. Alternative uses for materials exist - materials are flexible to provide interaction within a variety of ways.

* * * * *

7. Play is viewed as an important instructional method in teaching socialization and other developmental skills.

A) Instructional format

1. Contributing factor to exploratory learning.

2. Means of teaching socialization skills in structured and unstructured play areas.

3. Creative expression activities are designed to teach skills in each developmental area.

B) Daily routine involves

1. Free play time and

2. Play to teach skills.

C) Observation of play is used to evaluate the child's level of development.

* * * * *

8. A successful preschool program is dependent upon the trust and cooperation of the parents.

A) Parents are invited to observe in the classroom.

B) Parents are involved in the transdisciplinary assessment of their child.

C) Parents are involved in the development of their child's IEP.

D) Parents are encouraged to volunteer in classrooms.

E) Home program parents become responsible for the teaching sessions.

F) Monthly parent meetings

1. Parents support other parents.

2. Information is shared.

9. An attitude of acceptance of differences and dealing with the child on his level of development must be assumed by parents and teachers.

* * * * *

10. Children learn more effectively through a combination of one to one teaching, small group and large group instruction.

Formulating the IEP

The teacher and team construct a program for the student based on his or her specific style of learning and readiness for each task.

A) Grouping of children

1. One to one instruction is used to teach a new skill and to individualize the work on a specific task.
2. Small group instruction
 - a) Skills are reinforced.
 - b) Children with similar needs are grouped.
 - c) Groups change daily according to child's needs and progress.
3. Large group instruction is used to observe and evaluate skills that have been learned.

B) Daily Routine - three types of grouping are accounted for.

* * * * *

11. Heterogeneous grouping of children with varying special needs provides models of appropriate behavior and fosters acceptance of differences.

- A) Classroom membership is open to children with a variety of special needs.
- B) Grouping in classroom activities changes based on individual needs.

* * * * *

12. Children with special needs may need to be taught certain skills that other children learn through the course of normal development.

- A) The diagnostic-prescriptive approach is used to determine the child's specific needs.
- B) In formulating the IEP, objectives are included to teach skills that children with special needs do not learn automatically.

APPENDIX C

INDIVIDUALIZED EDUCATIONAL PLAN FOR 19 -19
P/NW BOARD OF COOPERATIVE EDUCATIONAL SERVICES, Yorktown Hts., N.Y.

1979 -1980 Data
Originating Teacher: Kathy Petisi
School: Mahopac Preschool
Res. Spec.
Check: Room ☐ Class ☐ Itin ☐

IEP Year 19 -19 Data
Teacher:
School:
Res. Spec.
Room ☐ Class ☐ Itin ☐

Student's Name: Last First
Home District: Date of Birth / /
Name of Parent or Guardian: Home Phone:
Home Address:
Zip

MEETINGS DATA

Signatures of those at the
Spring Meeting, 1979
Date: 10/22/79

Location: Mahopac Preschool
Signature: Title or Relation
Kathy Petisi Teacher
Mother

Signatures of those at the
Early Fall Meeting, 1980
Date: 6/9/80

Location: Lakeview Mahopac
Signature: Title or Relation
Kathy Petisi Teacher
Mother

Signatures of those at the
Spring (Final) Meeting, 19 :
Date:

Location:
Signature: Title or Relation

Recommended Placement for the
Fall: Continue in Preschool

SPECIAL STRENGTHS

(NOTE: Include comments for both Academic and Personal/
Social Areas)

1. Peer play skills
2. Pleasant-likeable child
3. Age-appropriate fine motor skills

WEAKNESSES

1. Expressive language
2. Cognitive skills
3. Gross Motor skills
4. Verbal interaction with peers and adults

OTHER STUDENT INFORMATION

Brother was in class last year

DESCRIBE EXTENT TO WHICH STUDENT WILL BE PARTICIPATING
IN REGULAR SCHOOL PROGRAMS:

RELEVANT MEDICAL INFORMATION:

EDUCATIONAL TESTING DATA

	Test Name	Score	Date Given
READING SCORES:			
Incoming			
MATH SCORES:			
Incoming			

INSTRUCTIONAL LEVEL OF MATERIALS USED

Incoming (Spring) READING
Incoming (Spring) MATH

I.Q. TEST DATA: Test Name

Verbal Performance Full Scale
I.Q. I.Q. I.Q.
Given By: Date:

RETEST DATA: Test Name

Verbal Performance Full Scale
I.Q. I.Q. I.Q.
Given By: Date:

OTHER TEST DATA: Test Name Score Date Given

	Test	Score	Date
MATH SCORES:			
End of Year			
READING SCORES:			
End of Year			

INSTRUCTIONAL LEVEL OF MATERIALS USED

End of Year READING
End of Year MATH

SUMMARY OF PROGRESS TOWARD EACH GOAL- To be completed for or at the Spring,
19 Final Meeting.

GOAL NUMBER	DATE GOAL DEVELOPED	LISTING OF ACADEMIC AND PERSONAL-SOCIAL GOALS ESTABLISHED FOR THIS SCHOOL YEAR	Goal Mastered State "yes" or "no"	COMMENT
1	9/79	To develop expressive and receptive language skills: - Answer wh questions - Name pictures described by use - Use "ing" verb form - Use regular plural forms - Carry out 2-3 part activity-retell - Use directional words - in, on, under - Retell sentences using extended sentences	Yes Yes Yes Continue Continue 2 part Yes No	Continue to develop conversation skills, extend retelling event stories, verbal reasoning.
	9/79	To develop age - appropriate cognitive skills - Complete a 6-9 piece puzzle - Point to/then name 3 shapes - 3 basic colors (name) - Put together 6 part nesting toy - Point to 10 body parts - Size 5-8 objects - Count to 10 in imitation	Yes Yes O, A Red & yellow Yes Yes Yes Yes	Improvement has been noted in this area continue to extend

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SUMMARY OF PROGRESS TOWARD EACH GOAL- To be completed for or at the Spring,
19 Final Meeting.

GOAL NUMBER	DATE GOAL DEVELOPED	LISTING OF ACADEMIC AND PERSONAL-SOCIAL GOALS ESTABLISHED FOR THIS SCHOOL YEAR	Goal Mastered State "yes" or "no"	COMMENT
3	9/79	Attend continuously to a task for 5 then 10 minute sessions	Yes - extend to 15 minutes	
4	9/79	To develop gross motor skills and extend fine motor skills	Yes	Continue (school readiness) fine motor skills
		- Throw and catch balls	Yes	
		- Unscrew nesting toys	Yes	
		- Kick large balls	Yes	
		- Balance activities	Yes	
		- Pencil grasp	Yes	
		- Walk on tiptoe	Yes	
		- Walk up and down stairs	Yes	
5	9/59	To extend socialization skills	Yes	Extend verbal inter-
		- Take turns in conversation	Yes	action with peers
		- Play with 2-3 children without reminders	Yes	
		- Answer and ask questions peers during play	Continue	
		- Imitate play-decide on game	Yes	

INSTRUCTIONAL AREA Language

last (Student Name) First

 Home District Mahopac

Goal Number (see pg. 2)	Date	Obj. Conditions-Methods, Materials or Services to be Used	Short-term Instructional Objectives	Standard or Criteria by Which Mastery of This Objective Will be Evaluated	STATUS REPORT			
					Show prog. towards each obj. by evaluating continuously & by writing dates in approp. column			
					Init.	Prog.	Mast.	N/Ap
1	9/79	Given play sets	Answer wh questions to role play a story	3/4 sessions	9/79	12/79	5/80	
1	9/79	Given pictures, objects	Name pictures described by use	3/4 sessions	9/79	12/79	5/80	
1	9/79	Given model, action pictures or action	Use "ing" with appropriate verbs	3/5 sessions	9/79	12/79	5/80	
1	9/79	Given more than one like objects	Use regular plural forms	3/5 sessions	9/79	12/79	5/80	
1	9/79	Given spoken directions	Carry out 2 part activity retell in sequence	3/4 sessions	9/79		12/79	
1	9/79	Given boxes, blocks, toys	Place them, name objects as in, under, etc.	3/4 sessions	9/79		12/79	
1	9/79	Given pictures, books, play sets	Retell short stories using extended sentences	3/4 sessions	9/79	12/79	5/80	
							continue	
							2/4x	
							inconsistent	

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STUDENT'S FILE COPY

(Use letters of A, B, etc.... if more than one obj. - eval. sheet is used.)

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PNW BOARD OF COOPERATIVE EDUCATIONAL SERVICES IEP OBJECTIVES EVALUATION SHEET
SCHOOL YEAR 1979- 1980

INSTRUCTIONAL AREA Language

last (Student Name) First
Home District Mahopac

Goal Number (see Pg.2)	Date Obj. Devel.	Conditions-Methods, Materials or Services to be Used	Short-term Instructional Objectives	Standard or Criteria by Which Mastery of This Objective Will be Evaluated	STATUS REPORT			
					Show prog. towards each obj. by evaluating continuously & by writing dates in approp. column			
					Init.	Prog.	Mast.	N/A
1	1/80	Given small, large group lessons, free time	Use existing language spontaneously with peers and adults	with then without group 3 out of 4 sessions	1/80	5/80		
1	1/80	Given "silly" pictures, "what's missing" pictures	Focus on picture to tell what's missing or what's "silly"	5/8 pictures	1/80	5/80		
1	1/80	During day	Use existing language to indicate wants and needs	3/4 sessions	1/80	5/80		
1	1/80	Given pictures of objects and action cards	Name objects and action in pictures	6/7 cards	1/80	5/80		
1	1/80	Given verbal directions	Carry out 3-part activity, retell in sequence	3/4 sessions	1/80	5/80		
1	1/80	Given toys, boxes	Place, name, objects as next to, in front of, in back of, down, up	3/4 sessions	1/80	5/80		
						2 part retell		
						up & down		
						not others		

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INSTRUCTIONAL AREA Cognitive

last (Student Name) First

 Home District Mahopac

STATUS REPORT

Goal Number (see Pg. 2)	Date Obj. Devel.	Conditions-Methods, Materials or Services to be Used	Short-term Instructional Objectives	Standard or Cri- teria by Which Mastery of This Objective Will be Evaluated	Show prog. towards each obj. by evaluating con- tinuously & by writing dates in approp. column			
					Init.	Prog.	Mast.	N/Ap
2	9/79	Given puzzles	Complete a 6-8 piece puzzle	4/5 sessions	9/79		12/79	
2	9/79	Given 3 shapes	Point to, then name, 3 basic shapes 0, Δ, □	3/4 sessions	9/79	12/79	5/80	
2	9/79	Given colored objects	Name 3 basis colors, red, yellow, blue	3/4 sessions	9/79	12/79	5/80	
2	9/79	Given nesting toy	Put together 6-part nesting toy	3/4 sessions	9/79	12/79	5/8	
2	9/79	Given directions	Point to 10 body parts	3/5 sessions	9/79		12/79	
2	9/79	Given 8 objects	Size 5-8 like objects	5/5 sessions	9/79		12/79	
2	9/79	Given 10 objects	Count to 10 in imitation, pointing to 1 at a time	3/4 sessions	9/79	12/79	5/80	
3	9/79	Given large and small group activities	Attend continuously to a task for 5 then 10 minute intervals	5 min. 10 min.	9/79 9/79		12/79 5/80	

Goal Number (see Pg.2)	Date	Obj. Devel.	Conditions-Methods, Materials or Services to be Used	Short-term Instructional Objectives	Standard or Criteria by Which Mastery of This Objective Will be Evaluated	STATUS REPORT			
						Show prog. towards each obj. by evaluating continuously & by writing dates in approp. column			
						Init.	Prog.	Mast.	N/App
4	9/79	Given large ball		Throw and catch balls	5/5 X	9/79		12/79	
4	9/79	Given large ball		Kick ball rolled to him	5/5 X	9/79		12/79	
4	9/79	Given balance beam		Walk on balance beam alternating feet	3/4 X with support	9/79		12/79	
4	9/79	Given model		Walk on tiptoes for 5 steps	5/5 X	9/79		12/79	
4	9/79	Given stairs		Walk up & down stairs alternating feet	3/4 X	9/79	12/79	5/80	
4	9/79	Given nesting toys		Unscrew tops of nesting toys	3/4 X	9/79		12/79	
4	9/79	Given crayon, paper		Hold crayon correctly	3/4 X	9/79		12/79	
4	9/79	Given scissors, lines		Cut lines, curves, within 1/4" of line	3/4 X	9/79		12/79	

INSTRUCTIONAL AREA Gross & Fine Motor

SCHOOL YEAR 1979- 19 80

last (Student Name) First

Home District Mahopac

Goal Number (see Pg.2)	Date Obj. Devel.	Conditions-Methods, Materials or Services to be Used	Short-term Instructional Objectives	Standard or Criteria by Which Mastery of This Objective Will be Evaluated	STATUS REPORT			
					Show prog. towards each obj. by evaluating con- tinuously & by writing dates in approp. column			
					Init.	Prog.	Mast.	N/Ap
4	1/80	Given balance beam, bean bags	Walk balance beam, balancing bean bag on outstretched hand	3/4 X	1/80	5/80		
4	1/80	Given bean bag target board	Throw bean bag through target board	5 out of 8 shots	1/80	5/80		
4	1/80	Given crayon, paper	Draw shapes and pictures of people	3/4 X	1/80	5/80		
4	1/80	Given lacing boards	Lace figures	with supervision 1 board correctly	1/80	5/80		
4	1/80	Given blocks, model	Copy simple block patterns	3/4 X	1/80			

INSTRUCTIONAL AREA Socialization

Goal Number (see pg. 2)	Date	Obj. Level.	Conditions-Methods, Materials or Services to be Used	Short-term Instructional Objectives	Standard or Criteria by Which Mastery of This Objective Will be Evaluated	STATUS REPORT			
						Show prog. towards each obj. by evaluating continuously & by writing dates in approp. column			
						Init.	Prog.	Mast.	N/Ap
5	9/79		Using play sets	Take turns in conversation during language lesson	3/5 x	9/79	12/79	5/80	
5	9/79		During free play.	Play with 2-3 children without reminders	3/4 sessions	9/79		12/79	
5	9/79		During play	Answer and ask questions of peers during play	with adult model 3/4 x	9/79	12/79	5/80	
5	9/79		During free play	Initiate play-choose game or activity	with prompt	9/79	12/79	5/80	

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APPENDIX D

SEQUENCED LISTING OF LANGUAGE DEVELOPMENT SKILLS

The following lists were compiled using Gesell, Portage, Piagetian and Bloom, and Lahey developmental scales.

Language development in the BOCES Preschool Program is assessed and stimulated throughout the daily routine of the classroom programs and in the home program sessions. Teachers, aides and speech therapist confer to provide a continuation of the speech and language stimulation for each child. In the classroom programs, the entire group of children joins together for language sessions called "Name Time." This is an activity in which each child has the opportunity to talk about himself (give name, age, sex, address) either spontaneously or by answering questions. The activity is individualized since children are encouraged to share by discussing an experience or an object that they have brought to school. Teachers and aides ask questions (or encourage addition to the large group language lessons), the classroom and home program are asked to solve problems and explain how they formulated their conclusions.

Language underlies all of the activities in the preschool program. This is based on the assumption that language is critical to the development of the "total" child. Children are encouraged to use language when they are engaged in play, gross and fine motor activities, academic activities, and throughout the daily routine (such as during snack, while looking at books, assembling puzzles, etc.). The following is a list of sequenced skills (in receptive and expressive language) used as a basis for many of the learning activities in the BOCES Preschool Program:

Receptive Language:

- Responds to sounds
- Attends to voice or sounds
- Turns to source of sounds
- Comprehends gestures
- Responds to name
- Points to named body part
- Points to named picture or object
- Follows simple directions
- Understands complete sentences
- Identifies objects by use
- Identifies action in pictures
- Carries out 2 - 3 part commands
- Understands simple "why" questions
- Understands prepositions
- Develops concept of 1 - 3
- Answers complex questions
- Asks for the meaning of words



Expressive Language

- Uses vowel sounds
- Laughs to show pleasure
- Responds vocally when approached by adult or peer
- Expresses anger without crying
- Babbles
- "Sings along" with peers
- Imitates adult speech patterns
- Indicates wants with gestures, then words
- Uses 2-word phrases
- Asks for food or drink
- Uses 3 - 4 word sentences
- Names most common objects
- Produces full name
- Begins to use past tense and pronounce words correctly
- Asks and answers who, what and where questions
- Gives use of object
- Names colors and shapes
- Tells sex
- Produces nursery rhymes
- Repeats digits and words in sequence
- Uses language for social purposes
- Converses with peers or adults



APPENDIX E

SEQUENCED LISTING OF SOCIAL-EMOTIONAL SKILLS

Many of the children in the preschool program, in reaction to their disorders, will exhibit inappropriate social and emotional behavior. An educational program is planned for the child in which he or she can learn and meet with every possible success.

Consistent behavioral disruptions are handled firmly. The students are provided with alternatives and boundaries within which they must learn to control themselves. The staff attempts to develop intrinsic control and appropriate behavior in each child. The following is a sequenced list of objectives used as a basis for teaching socialization and self-help skills:

- Smiles at adult
- Reaches for offered object
- Claps hands
- Plays by self
- Indicates wants
- Plays with one other child
- Extends toy to adult or peer
- Imitates movements of another child during play
- Hugs and carries doll or soft toy
- Plays with two or three peers
- Initiates play
- Makes a choice when asked
- Shares and takes turns in supervised play
- Follows rules by imitating actions of peers
- Solves simple play problems independently
- Repeats rhymes, songs or dances with others
- Shows appropriate emotional responses
- Follows rules in group games
- Engages in discussions and activities that involve adults and other children
- States feelings about self (mad, happy, sad, love)
- Comforts playmates
- Chooses own friends
- Explains rules of game or task to others



Self-Help Skills

- Washes hands unassisted
- Cares for self at toilet
- Undresses self, dresses self except for fastens
- Avoids common dangers
- Brushes own teeth
- Puts on boots and mittens
- Fastens zipper, snaps and buttons
- Asks for help when needed



APPENDIX F

SEQUENCED LISTING OF COGNITIVE SKILLS

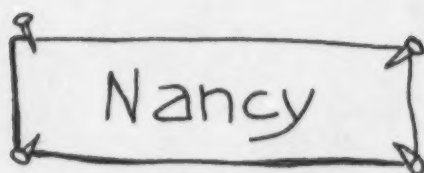
The development of cognitive skills is an important objective in the BOCES Preschool Program. Many activities are directed by the teachers to observe and assess each student's level of cognition and approach to a problem. The students exhibit their unique learning style through these activities. Observing the student's approach to learning enables the teacher to determine where the gaps in development exist. The children are encouraged to make decisions and reason out problems for themselves. For instance, if a young child is walking to a spot and the path to that spot is blocked, the teacher will ask the child if he or she can think of another way of getting to their destination. The teacher will note the child's answer and completion of the task to assess cognitive development and approach.

The BOCES Preschool Program follows a Piagetian approach to cognitive learning, since it provides each child with opportunities to experience. The teacher structures the classroom environment so that it is appropriate to the child's stage of development. Play is viewed as an important opportunity to observe the child's cognitive development. Objectives of cognitive development are listed below:

- Find an object that has been hidden
- Imitate sounds, words, digits, actions
- Use senses to manipulate objects
- Tell what happened first, next and last
- Place objects in spatial relationships
(in, on, under, etc.)
- Tell what action preceded an event
- Show, then tell, uses for an object
- Name big and little
- Point to, then name, long and short,
heavy and light objects
- Hold up fingers to signify age
- Match like objects
- Complete simple puzzles
- Name common pictures
- Listen and complete single story
- Retell story
- Sequence objects by size
- Match, sort and name basic colors and
shapes
- Categorize objects, animals, foods,
clothes, etc.



- Name objects as same or different
- Recognize printed name
- Name objects as empty or full, more, less or the same
- Name body parts
- Count and sort 1 - 5 objects
- Recall objects seen in a picture
- Solve simple problems (use gestures, then language)
- Tell what is missing in a picture



APPENDIX G

SEQUENCED LISTING OF MOTOR SKILLS

Children in the BOCES Preschool Program participate in motor activities according to their level of functioning in this area. The teachers are continually assessing each child's favored sensory mode and approach to a problem. Much of the emphasis in the program is on training the children to focus their attention on a specific task, which they are taught to do using one or a combination of the sensory modes. The development of motor skills is encouraged to promote success in later cognitive-academic tasks. The following is a list of sequences motor activities, based on Piagetian philosophy, taught to the children in the BOCES Preschool Program.

Perceptual Skills

- Locate the direction of sound
- Recognize gross differences in sound (loud, soft, fast, slow)
- Reproduce a simple sequence of instrumental sounds
- Discriminate and match environmental sounds with pictures
- Sequence objects by size
- Identify positions of objects
- Recognize similarities and differences in a variety of objects
- Duplicate three-dimensional designs with objects (beads, pegboards)
- Classify pictures by categories
- Identify missing parts of pictures
- Use imitative and creative expression in the recall of nursery rhymes, songs and finger plays
- Discriminate through touching various textures
- Sequence objects and pictures from left to right
- Follow a series of directions with motor activities



Gross Motor Skills

- Walk purposefully, avoid obstacles
- Walk forward and backwards - on a line
- Move spontaneously to music

- Follow simple walking patterns
- Roll and bounce a ball
- Walk through mazes
- Move through a simple obstacle course
- Throw, catch and kick balls
- Balance on one foot
- Throw a bean bag through a target
- Move (and isolate movement of) body parts as directed
- Perform balance tasks on a walking board
- Hop and jump as directed

Fine Motor Skills

- Reach for objects offered to child
- Pour from a small pitcher
- Pick up small objects
- Build tower of cubes
- Hold crayon with mature pincer grasp
- Spoon and pour small objects
- Snip and cut with scissors
- Scribble with crayon
- Stack objects
- Manipulate clay
- Draw lines, crosses, shapes
- Assemble simple puzzles
- Cut shapes and figures
- Screw tops on jars
- String beads
- Lace figures
- Write letters of name
- Draw simple recognizable pictures (man, house, tree, etc.)



APPENDIX H

DAILY SCHEDULE OF THE BOCES PRESCHOOL CLASSROOM PROGRAMMorning Session

8:30 - 9:00

Quiet Time

As the children arrive, they choose a book or a puzzle and quietly work or read in the Book Corner.

9:00 - 9:20

Name Time

All of the children assember in the Name Time Corner. An activity geared to teach the children to recognize their name and introduce themselves is conducted. A "sharing time" follows, then group stretching exercises. The weather is discussed and days of the week and calendar date are reviewed.

9:20 - 9:30

Toileting

Self-help and dressing skills are encouraged.

9:30 - 9:45

Language or Concepts Lesson

Full class lesson to introduce or reinforce language activity.

Weekly concept themes (such as colors, relational concepts or a language activity) are conducted.

9:45 - 10:30

Small Group Lessons/Art/Creative Play/Individual Work

In three fifteen-minute sessions, each child will move from Art to Crative Play to a Small Group or Individual lesson (as written in their IEPs). Play is involved in each activity. After each lesson, children are free to play in one of the play areas.

Clean Up

All children participate.

10:30 - 10:45

Snack Time

Verbal interaction is encouraged. Children learn to serve themselves and help serve others.

10:45 - 11:00

Story or Gross Motor Activity

Children hear a story or gross motor lesson (balance, coordination, climbing, etc.) is conducted outside or in the classroom.

11:00

Dismissal

Children are encouraged to dress themselves.

The afternoon session follows a similar schedule beginning at 11:45 and ending at 2:15 p.m.

Quiet time is an activity whose objective it is to expand each child's attention span. Children read and assemble puzzles independently. Occasionally two children will join together to finish a puzzle or look at a book together. The puzzle work stimulates fine motor and visual-perceptual development. Book "reading" is an initiative to language stimulation and a pre-reading exercise.

Name time is a large group language activity. Children are encouraged to use short, clear sentences to tell their name, age and town in which they live. Spontaneous language is a focus during sharing time. A question and answer period is geared to develop conversational skills.

Toileting fosters independence in dressing and self-help skills.

The concepts lessons in which children are introduced to weekly activities are taught in a large group (ten children). These lessons include cognitive skills, such as colors, shapes, sizes, relational and directional concepts.

The next period of time is directed with the use of stations. The children will move from station to station individually or in small groups. The activities in each section last approximately 15 minutes. There is an art activity which stimulates fine motor development in a small group setting. Children move to an individual work station that has been specifically designed for them, in which they work at a task independently. Finally, the children will move on to work with the teacher in a lesson designed to stimulate development in an area designated in the child's individualized educational plan. The children are encouraged to play in the block or doll corner or with a play set after they have finished their work.

Clean-up is an activity in which the children are responsible for putting away the toys and games with which they have played.

Snack is prepared by the adults. The children often help set the table and serve the snack. Conversation is encouraged during snack time.

Gross motor activities are conducted with the large group either inside or outside on the playground. Dismissal follows shortly afterward.

While a daily schedule is essential to operate an organized curriculum, it is most important that the day to day implementation adheres to the basic assumptions of the program.

APPENDIX I

Parent Recording Sheet⁵⁶

Child's Name: _____

Date Initiated: _____

Teacher: _____

Credit: Yes _____ No _____

Developmental Area: Expressive Language (Social)

Basic Goal

_____ will answer to "What is
(child's name)

_____ doing?"
(parent's or sibling's name)

Steps and Procedures

1. Ask "What am I doing?" when you are engaged in a common activity such as dish washing.
2. If the child hesitates, say "washing dishes." Then say, "Tell me, 'washing dishes'."
3. Choose different household activities of different family members.
4. Repeat twice daily with new action.

Behavior Chart: Name the action in each trial and circle it if help was given. Please record on back if more activities are used each day.

	Trial 1	Trail 2
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Materials Needed

Household activities.

Summary or Comments